

**SETS  
SENIOR LEADER ACTION PLAN**

CFSC\_\_  
**12 June 00**

**CATEGORY:** Professional Development

**ISSUE #6:** Trained educators are more able to provide the military connected student with appropriately customized attention to the student's academic and social/emotional needs.

**SCOPE:** Principals, teachers, and campus support staff from day one make an essential difference for children. Systemic attitudes of acceptance and willingness establish a school community that is hallmarked by attending to each child and appreciating the life experiences that accompany the student. The professional educator who has gained insight into the transition issues has the know how to assist military connected students in the assimilation process both academically and in the social emotional dimension. A system that is tuned to and respectful of the needs of the military child supports staff and student programs that consider each child, meaningfully involve parents, and provide both equity and quality care for all students.

**CONFERENCE RECOMMENDATION:** Professional development that is specific, well grounded in the research about the needs of military connected students, and provides an opportunity for the school and installation to partner in updates and connection will make a difference for all stakeholders. Schools that support military installation should make a serious commitment to professional development and to staff-led student support programs.

**POTENTIAL SOLUTIONS & ACTIONS**

**MILESTONES**

- |   |               |
|---|---------------|
| 1. Professional development using MCEC to gain understanding and develop customizable strategies in order to consistently give personalized attention to each transitioning student | NLT 2000-2001 |
| 2. Develop, encourage, and fully support school sponsorship programs at each high school serving military students  | NLT 2000-2001 |
| 3. Assign a trained peer mentor to each new student   | NLT 2000-2001 |

4. The school district and the local installation work to train all current staff and newly hired professional information on the Army culture by using the AFTB modules. NLT 2000-2001

**RESOURCES:**

1. School districts professional development departments
2. AFTB—local installation
3. Military Child Education Coalition

**FOLLOW-UP:**

Student, staff, and parent feedback

**STATUS RECOMMENDATION: Active****LEAD AGENCIES:**

School Districts

**SUPPORT AGENCY:**

Installations  
MCEC

**APPROVED BY:****ACTION OFFICER:**